

## **Outline for OEO Training on 2016-17 Updates for Youth in Foster Care**

**Estimated time:** 1 - 1½ hours for overview; 3 hours to incorporate more detail on Special Education and/or School Discipline. Clock hours/CLEs may be arranged with advanced planning.

**Audiences:** families, community professionals (e.g., social workers, CASAs, foster parent or foster youth support organizations), educators

### **Content Outline**

- **Specific Protections for Children, Youth in Foster Care**
  - School of origin
  - Transportation to remain in school of origin
  - Title I services
  
- **Where advocacy can make a difference**
  - School of origin – engaging all relevant people in best interest determination process, e.g., caregiver, foster parent, birth parent, teacher, social worker, other family members, principal, school district foster care liaison...
  - Transportation – early planning
  - School Engagement/progress: Identifying needs and supports
  - Identifying Key Point People, Advocates and Decision Makers

### **Additional/Optional Focus Areas that can be incorporated in a longer workshop:**

- Special Education: Review/refresh on common issues in Identification, Evaluation and Services for students with disabilities (including strategies for working effectively with large team with diverse perspectives)
- Addressing school attendance issues/absenteeism
- Addressing behavior/school discipline

### **Resources to be Shared/Handouts:**

- Link to OEO's Webinar on Foster Care
- OEO's Parent Guides: Special Education and Discipline
- One-page flyer on updates for youth in Foster Care

### **Activities:**

- **Identifying Points for Contact/Resource mapping** – use case scenario to walk through example of how to find names, contact info for key point people, advocates and decision makers – navigating school district and OSPI websites.
  - E.g., a kindergarten-age student in the Seattle Public Schools with suspected disabilities but no current IEP or 504 plan, grandmother is working to enroll.
    - Identify where/how/when/why to connect with:
      - School administrators (principal, vice principal)

- District foster care liaison
  - District special education staff (school psychologist, supervisors)
  - School counselor
  - Regional education lead for Children's Admin
- A high school student in Monroe school district, recently moved from Everett and has 504 plan
    - Identify where/how/when/why to connect with: School counselor
    - School administrators (principal, vice principal)
    - Teachers
    - District foster care liaison
    - Regional education lead for Children's Admin
- **For focus on special education, attendance or discipline:** develop sample advocacy/action plans based on hypothetical scenarios, including identifying expected timelines for action and follow up
    - Elementary school student with an IEP has been receiving services for academics (reading, writing and math) has had increase in disruptive behaviors and IEP team is considering whether change in placement is needed, change in placement could mean transfer to different school.
      - Who will/should school reach out to for participation in IEP meetings?
      - Who has authority to make decisions about IEP?
    - Middle school student in small district is given emergency expulsion, then long-term suspension for fighting and carrying knife to school
      - Where can we check current regulations/policies for discipline?
      - What are options for challenging discipline?
      - Who should be involved in reengagement planning?
    - Ninth grader who has had long history of significant absences from school, has not been in school for more than 20 days, has been unenrolled by alternative high school and is not on track to pass any of the semester's classes.
      - Who would you call first to identify options for re-engaging the student in school?
      - What records would you want to collect and review with the student and school?